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ABSTRACT

Educational restructuring concerns a deregulated, decentralized system replacing central planning, control, and supervision. Such restructuring in relation to curriculum, teaching, and learning and the impact of restructuring on key stakeholders at the school-site level is the focus of this book. It uses a selection of international policy-based case studies to explicate the restructuring process, in order to help stakeholders involved in restructuring come to a fuller understanding of the process. The three types of case studies used here--international policy-oriented studies, case studies based on a qualitative research approach, and statistically based case studies--are presented in four parts. Part 1 provides the contextual background, whereas part 2 examines restructuring in England, Wales, the United States, Hong Kong, and Australia. Part 3 explores the experiences and reactions of those who have adopted and implemented school-based management, with particular emphasis on the views of high school teachers, principals, and primary school teachers. Part 4 looks at school principals' dilemmas in restructuring and teachers' dilemmas in relation to their curriculum work. (Contains an index and approximately 260 references.) (RJM)

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